DOCUMENT RESUME

ED 085 114 PS 007 033

TITLE	A Longitudinal Study of Get Set Day Care Children in Grades First, Second, and Third.
INSTITUTION	Philadelphia School District, Pa.
PUB DATE	73
NOTE	10p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; *Elementary School Students; Grade 1; Grade 2; Grade 3; *Longitudinal Studies; *Preschool Programs; *Program Evaluation
IDENTIFIERS	*Get Set Day Care Program, Philadelphia; Iowa Test of Basic Skills; Metropolitan Achievement Tests

ABSTRACT

This report presents the evaluative outcomes of a day care program currently in operation in the School District of Philadelphia. Descriptions of the instructional objectives and program are included in the report. Subjects for the evaluation included three separate samples, categorized by the school grade of the subjects at the present time. Sample I included 750 first graders with at least two years of Get Set Day Care experience, and 440 classmates with no such experience. In Sample II there were 1,225 second graders in the treatment group and 663 controls, and Sample III consisted of 618 treatment third graders and 391 controls. First and second graders were tested with the Metropolitan Achievement Tests, Primary I and II. The Iowa Test of Basic Skills was used with the third grade. Analysis of results indicated that for Samples I and II, the children with two years of Get Set experience scored significantly higher than the control group children. There was no significant difference between Get Set and control children's scores for third graders. Discussion emphasizes the need for more detailed follow-up study. (DP)

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A Longitudinal Study of Get Set Day Care Children In Grades First, Second, and Third

Introduction

This report presents the evaluation outcomes of the Get Set Day Care Program currently operating in the School District of Philadelphia. This report provides an overview of the major instructional program goals. It also outlines the contents of the instructional program that are designed to reach these goals.

History of the Problem

Economically and socially deprived children have been found to be deficient in language development, mathematics skill, social responsiveness, self-esteem, motivation, and social maturity[1]. While the exact manner in which cognitive and affective variables combine in the educative process, behavioral science has found that developmental, psychological, and social conditions do account for much of the deprived child's failing in the early grades of schooling. The theoretical orientation of this study maintains that language and cognition are important variables in the education of economically and culturally disadvantaged preschool child.

Powell (1970), studying language arts, mathematics, and social adjustment skills of the children in the Philadelphia Get Set Day Care Program, found significant differences between the repeated measures of the children in the Get Set Day Care Program. He used the Preschool Inventory. Studying the behavior of Get Set Day Care children in kindergarten programs, he found that their level of classroom disturbance, impatience, disrespect-defiance, unchangeable behavior was higher than the norms scores for their age group. He used the Devereux Elementary School Behavior Rating Scale.

Powell (1971), making a longitudinal study of Get Set Day Care children in the first grade, found that in the areas of language arts, mathematics, and in social adjustment there was a significant difference between the children with previous Get Set Day Care and those from the same origin with no previous Get Set Day Care experience. He used the Metropolitan Achievement Test and the Devereux Elementary School Behavior Rating Scale.

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Powell (1972), studying the relationship between test scores of Get Set children on the Preschool Inventory and the Devereux Elementary School Behavior Ratings found that scoring 80% or better on the Preschool Inventory showed lesser amounts of deviant behavior or a more generic term of behavior factors.

Powell (1973), making a longitudinal study of Get Set Day Care children in the kindergarten program, found that in the areas of reading and mathematics, there was a significant difference between the children with previous Get Set Day Care experience and the children with no previous Get Set Day Care experience. He also found that the children with Get Set Day

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[1]Blatt, Burton and Garfunkel, Frank; Educating Intelligence: Determinants of School Behavior of Disadvantaged Children, Exceptional Children, 601-608.

Care experience scored significantly equal to all of the children in the Philadelphia School District. He used the Stanford Early School Achievement Test (SESAT I).

Objectives

To study all of the children with previous Get Set Day Care experience from the same origin in grades first, second and third.

Method

Program

There are approximately 300 teachers and 300 teacher aides in the program. Only about 100 teachers have had formal training in early childhood education, and little of that training has been recent. Workshops have been developed to compensate for such inadequacy of training. Language Arts, mathematics, and social adjustments skills were the primary concerns in the inservice training program. Other topics stressed are music, science, creative arts, and child development.

Health programs services are provided to minimize existing medical and dental problems and promote better health through immunizations, health education for the children and their parents.

A nutrition program is based on the idea that "every Get Set program must have a sound nutritional component to develop more fully the physical resources each child will bring to the learning process." This service is realized as provisions for breakfast, a mid-morning snack, and a luncheon meal. The program also provides courses on nutrition for the parents.

The social services component concentrates on a wide range of concerns (e.g., attendance, health, family recruitment, and follow-up). The responsibility of the social services component are (a) stimulating parent involvement, (b) collaborating with other agencies as needed, and (c) helping in making each Get Set Center a childhood and family developmental center. The stimulation of parental involvement (a) providing a liaison between the child development center and the community, (b) assisting in all phases of planning for the parent program, (c) coordinating the activities of parents in the daily program in the classroom, (d) encouraging policy-making decisions, and (e) following through to assure the parents' needs are being met.

Psychological services are also provided through (a) consultation with staff concerning needs for diagnostic evaluation of individual children, (b) arrangement and follow-up of evaluation, (c) consultation with teachers and aides concerning diagnosed needs of individual children, (d) consultation with parents concerning needs for specific referral to special agencies, and (e) consultation with staff in planning, evaluating, and improving program operations, including curriculum development and services to children and families.

Specific Hypotheses

It was hypothesized that the Get Set Day Care children with two

years of previous Get Set Day Care experience would perform better than children with no previous Get Set Day Care experience in the first, second, and third grades.

Many of the preceding objectives derive directly from the rationale that all elements in a child's environment influence him (i.e., the school, family, neighborhood, and community). These objectives form the basis for the comprehensive program which has been established. This program consists of parent participation activities, instructional innovation, community-centered strategies, and the continued benefits of the Get Set Program which includes health and nutritional advice, psychological and social guidance, hot lunches, smaller classes, and a four-hour school day.

Subject

Sample one - First Grade

Sample one used as a treatment group involved 750 children with two years of previous Get Set Day Care experience and 440 children were used as the control group with no previous Get Set Day Care experience.

Sample two - Second Grade

In sample two there were 1,225 children used as the treatment group who had previous Get Set Day Care experience. There were 663 children with no previous Get Set Day Care experience who were used in the control group.

Sample three - Third Grade

In sample three there were 618 children with previous Get Set children with previous Get Set Day Care experience who were used as the treatment group and 391 children with no previous Get Set Day Care experience who were used as the control group. The tests were administered by each classroom teacher and machine scored.

Instruments

The Metropolitan Achievement Tests Primary I and Primary II were used in the first and second grades respectively. Each test was divided in five parts:

1. Word knowledge
2. Word analysis
3. Reading
   a. Sentences
   b. Stories
4. Spelling
5. Mathematics
   a. Computation
   b. Concepts
   c. Problem solving

Each part has been found to be one of the best predictors of success in the school.

The Iowa Test of Basic Skills was used with the third grade. The test has five parts:

1. Vocabulary Test - a single test designed to measure the pupil's knowledge of the meaning of words.

2. Reading Comprehension Test - a single test which is designed to measure the pupil's understanding of selections varying in length from a few sentences to a full page.

3. Language Tests - four separate tests are designed to measure the skills in spelling, capitalization, punctuation, and usage. The basic item employed in all four tests may be described as the "find-the-error" type.

4. Work-Study Skills - three separate tests designed to measure skills in map reading, reading graphs and tables, alphabetizing, use of an index, use of the dictionary and similar materials.

5. Arithmetic Tests - two separate tests designed to measure skills in understanding the number system, arithmetic terms and operations, and problem solving.

The Iowa Test of Basic Skills has been found to be one of the best predictors of success in school.

Procedure

Each child's cumulative record was reviewed by the researcher to determine if each child had at least two years previous Get Set Day Care experience, no previous Get Set Day Care experience, or no previous nursery experience. Only those children with two years of previous Get Set Day Care experience were used in the treatment group. Those children with no previous Get Set Day Care experience or nursery experience were used in the control group.

Results

Table 1 indicated that the children with two years of previous Get Set Day Care experience scored significantly higher than the children with no previous Get Set Day Care experience. A t-test revealed that the data was significant for reading and mathematics in the first grade.

Table 2 indicated that the children with two years of previous Get Set Day Care experience scored significantly higher than the children with no previous Get Set Day Care experience. A t-test revealed that the data was significant for reading and mathematics in the second grade.

Table 3 indicated that there was no significance between the children with previous Get Set Day Care experience and the children with no previous Get Set Day Care experience. A t-test revealed no significant difference.

Table 4 indicated that the National Percentile Rank of the median and the two groups (the treatment and control group) showed no significant difference in reading. It also indicated that there was a significance between the National Percentile Rank of the median and the two groups in mathematics.

Discussion

The study indicated that Get Set Day Care experience promote the child's ability to learn in the school environment, particularly in the areas of reading and mathematics. The third grade showed that there was no significance between the scores of the children with Get Set Day Care experience and the children with no previous Get Set Day Care experience. The national percentile rank of the median and the two groups showed that there was no significant difference between the groups in the area of reading and a significant difference in mathematics.

Implication

There was no follow-up study of the children with previous Get Set Day Care experience presently in the third grade and no contact had been made with their teachers. The data suggests that a more detailed study be made each year of the children with previous Get Set Day Care experience through the fourth grade. Other factors such as social adjustment, the home, classroom observation and facilities be studied in order to determine the probable causation factors. It also indicated that a more detailed follow-up study be made of the articulation between Get Set Day Care and the Philadelphia School District of children ages three to nine.

Conclusion

The data indicated that the children can and are learning. The Iowa Test of Basic Skills should be studied in terms of its validity along with the present course of study. It suggests that the third grade classes be monitored and close contact be made with the third grade teachers.

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TABLE 1

METROPOLITAN PRIMARY I

First Grade

Treatment Group Get Set Day Care Children A	Control Group Children Without Get Set Experience B
Number of Children - 750	Number of Children - 440
Reading	Reading
Mean Score = 40.356	Mean Score = 34.098
S.D. = 15.575	S.D. = 13.871
Mathematics	Mathematics
Mean Score = 33.145	Mean Score = 31.455
S.D. = 12.721	S.D. = 15.437

Analysis of Variance

Reading	DF	Mean Square	F	P Less Than
	1 1188	10860.906	48.472	0.001
Mathematics	1 1188	792.719	4.170	0.041

TABLE 2

METROPOLITAN PRIMARY II

Second Grade

Treatment Group Get Set Day Care Children A	Control Group Children Without Get Set Experience B
Number of Children - 1,225	Number of Children - 663
Reading	Reading
Mean Score = 44.153	Mean Score = 39.875
S.D. = 18.068	S.D. = 17.335
Mathematics	Mathematics
Mean Score = 47.669	Mean Score = 44.662
S.D. = 18.884	S.D. = 18.684

Analysis of Variance

Reading	DF	Mean Square	F	P Less Than
	1 1186	7874.891	24.612	0.001
Mathematics	1 1886	3890.235	10.989	0.001

TABLE 3

IOWA TEST OF BASIC SKILLS

Third Grade

Treatment Group
Get Set Day Care Children
Number of Children - 618

Reading

Mean Score = 41.325

S.D. = 17.097

Mathematics

Mean Score = 48.901

S.D. = 19.130

Control Group
Children Without Get Set Experience
Number of Children - 391

Reading

Mean Score = 42.512

S.D. = 17.610

Mathematics

Mean Score = 48.985

S.D. = 19.692

Analysis of Variance

	DF	Mean Square	F	P Less Than
Reading	1 1007	337.003	1.126	0.288
Mathematics	1 1007	1.665	0.004	0.947

TABLE 4

IOWA TEST OF BASIC SKILLS

Reading

National Percentile Rank of Median	Treatment Group Get Set Day Care Children Percentile Rank of Median	Control Group Non Get Set Day Care Children Percentile of Median
29	30	31

Mathematics

National Percentile Rank of Median	Get Set Day Care Children Percentile Rank of Median	Non Get Set Day Care Children Percentile Rank of Median
32	49	49

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